



Recruitment and Retention of Teachers in Missouri Public Schools

A Report to the Missouri General Assembly

December 2024

2024 UPDATE
RECRUITMENT AND RETENTION OF TEACHERS IN MISSOURI PUBLIC SCHOOLS
A REPORT TO THE MISSOURI GENERAL ASSEMBLY

Introduction

James Coleman, a Johns Hopkins's sociologist, issued the Equality of Educational Opportunity report over 50 years ago before educational research was common. It contained two key findings related to teacher quality:

- The “quality of teachers shows a stronger relationship than school facilities and curricula to pupil achievement.”
- The “effect of good teachers is greatest upon the children who suffer educational disadvantages most.”

Numerous researchers since that time have come to the same conclusion: Teacher quality is the most important school-related variable. The creation of this annual report on Missouri's teacher workforce acknowledges the critical role teachers have in student success.

This report is based upon data from several key sources, including:

- teacher preparation program enrollment and certification data;¹
- teacher demographic data;
- teacher certification;
- age and experience of teachers;
- teacher recruitment and teacher retention data; and
- average teacher salary data.

Summary of key teacher workforce demographic data for 2023-24

Note: Irregularities in the trajectory of the data beginning in 2020-21 could be due to the impacts of the pandemic on the educator preparation program (EPP) enrollment and teacher workforce, as well as data reporting by EPPs and public school districts.

Race/Ethnicity

- The percentage of Missouri teachers who are non-white increased from 6.8 percent in 2018-19 to 8.9 percent in 2023-24, reflecting a 2.1% increase.

Experience

- Teachers with 10 or fewer years of experience decreased from 47.5 to 47.1 percent of all teachers.
- Teachers with five or fewer years of experience increased from 27.4 to 27.7 percent of all teachers.

Teacher Workforce Dynamics

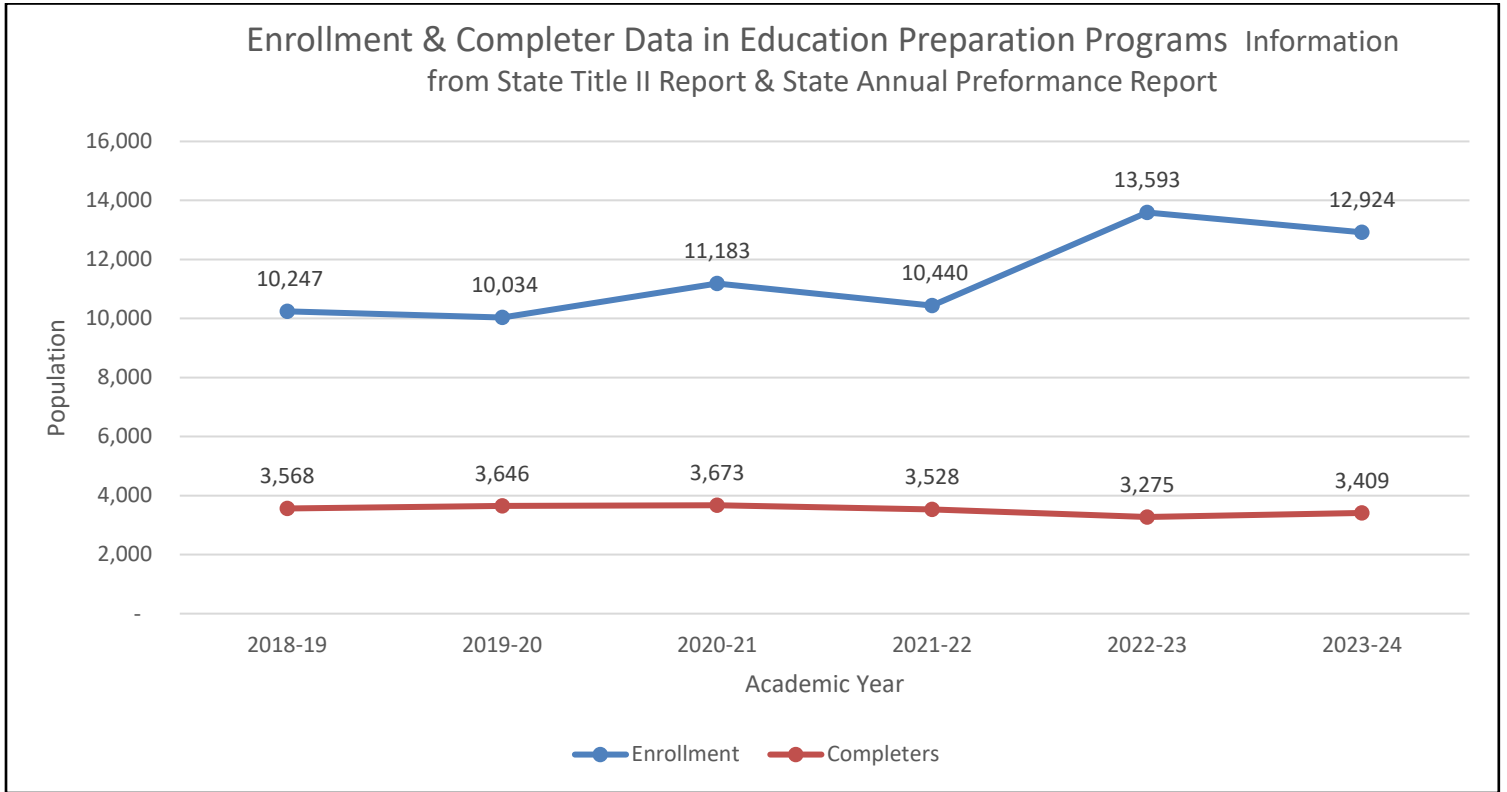
- The percentage of district new hires who are first-year Missouri teachers decreased from 52.3 percent in 2022-23 to 51.0 percent in 2023-24.

Teacher Retention

- The in-profession retention of all teachers improved by 0.6% from 2022-23 to 2023-24.
- The in-profession retention rate of teachers with less than five years experienced improved by 1.8%.

¹ In an effort to increase the accuracy of data on the number of students enrolled in teacher preparation programs, DESE began collecting this data in the fall of 2023. Previously, data from Title II reporting was used for this purpose. Because this new process includes all current enrollees, instead of the more limited number required by Title II, the change resulted in stark increase in the number of enrolled candidates.

Enrollment & Completers in EPPs from 2018-19 to 2023-24

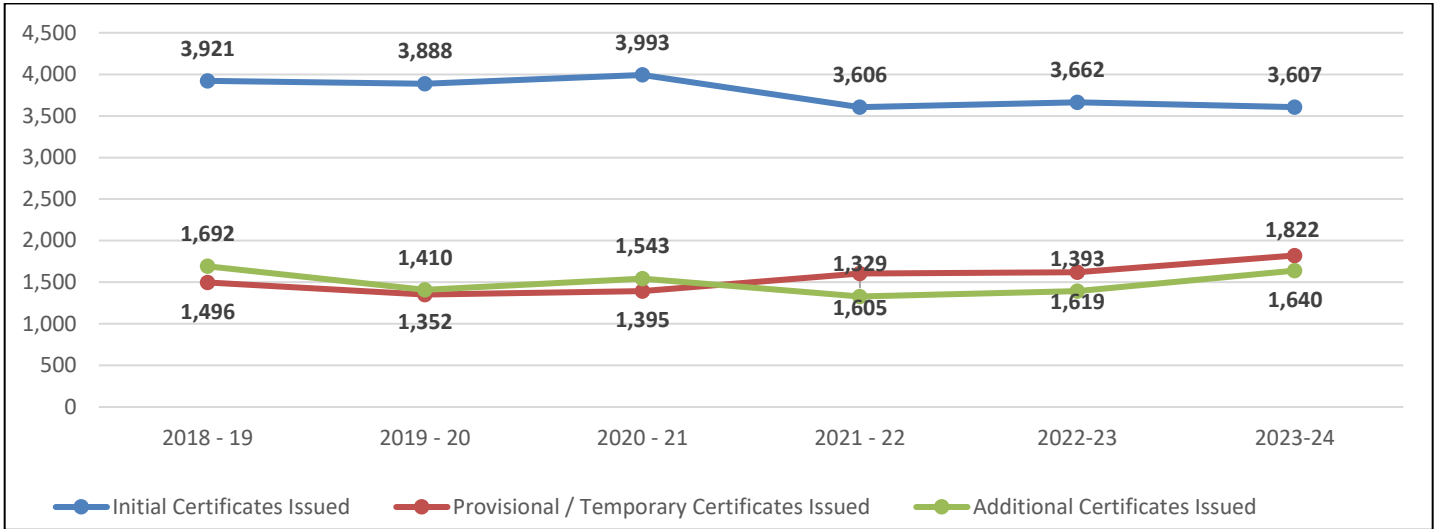


EPP Enrollment/Completers from 2018-19 to 2023-24²

School Year	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Enrollment	10,247	10,034	11,183	10,440	13,593	12,924
Completers	3,568	3,646	3,673	3,528	3,275	3,409

² Information from State Title II Report & Data from the State Annual Performance Report. As noted in Footnote 1 (p. 2), the manner in which enrollment data is collected changed in 2023, resulting in a significant rise in the number of reported enrolled students.

Teacher Certificates Issued from 2018-19 to 2023-24



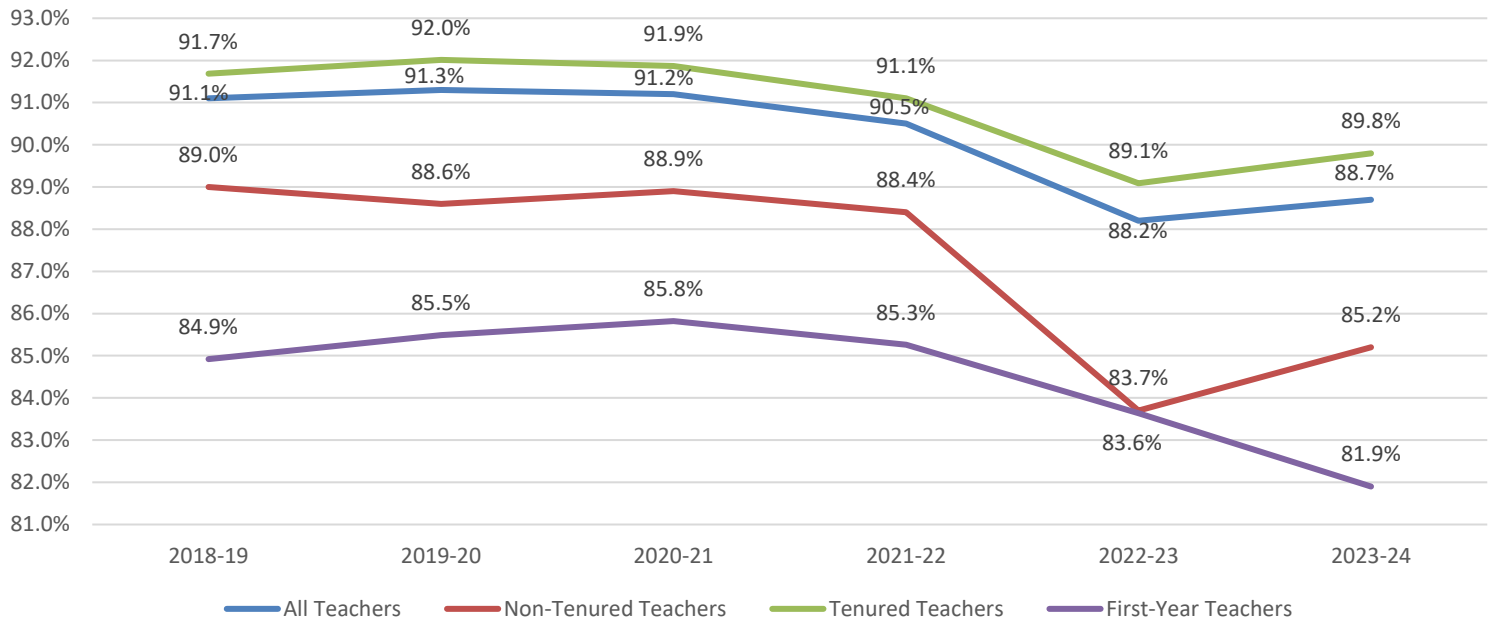
Teachers Certificates Issued from 2018-19 to 2023-24³

School Year	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Initial Certificates Issued	3,921	3,888	3,893	3,606	3,662	3,607
Provisional/Temporary Certificates Issued	1,496	1,352	1,395	1,605	1,619	1,822
Additional Certificates Issued	1,692	1,410	1,543	1,329	1,393	1,640

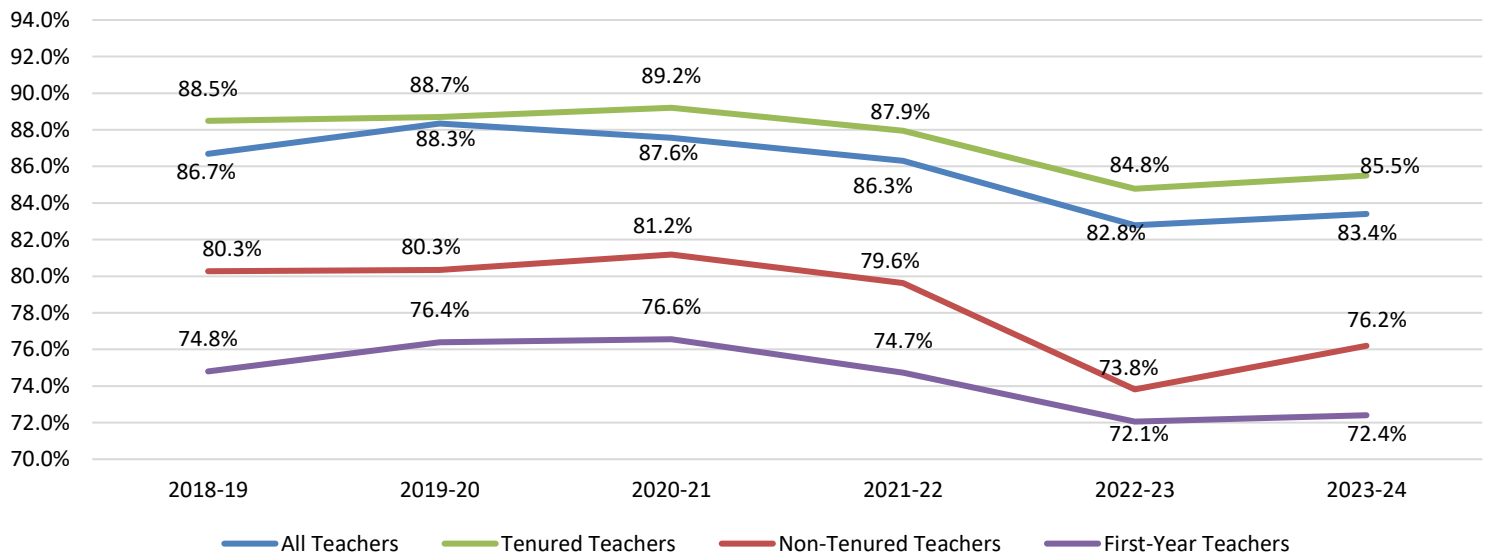
³ Information for this chart is from Missouri Educator Certification.

Retention Rates⁴

In-Profession Teacher Retention in Missouri Public Schools

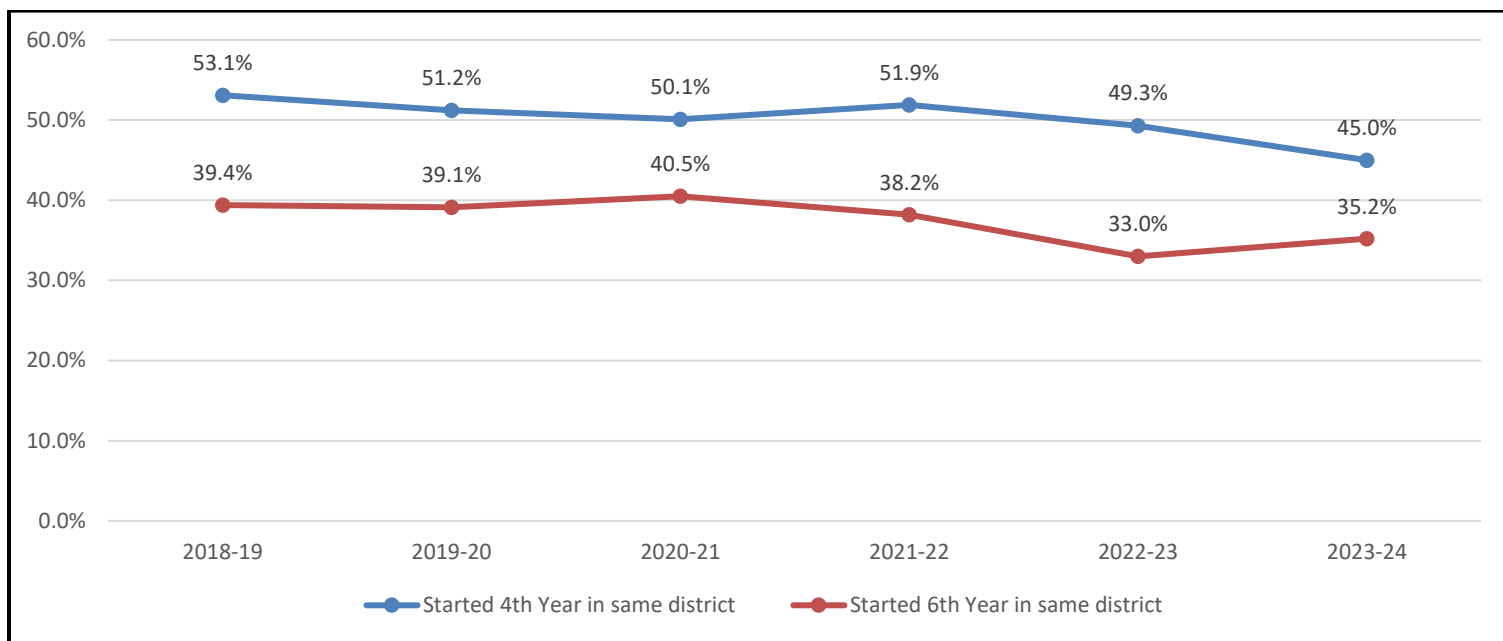


In-District Teacher Retention in Missouri Public Schools



⁴ **In-Profession** Teacher Retention refers to a teacher that remains a teacher in a Missouri public/charter school from one year to the next regardless of district. **In-District** Teacher Retention refers to a teacher that remains a teacher in the same district from one year to the next.

First-Year In-District Teacher Retention in Missouri's Public School Workforce from 2018-19 to 2023-24



Missouri's First-Year In-District Teacher Retention from 2018-19 to 2023-24

School Year	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
After 3 Years ⁵	51.2%	50.1%	51.9%	51.9%	49.3%	45.0%
After 5 Years ⁶	39.1%	40.5%	38.2%	38.2%	33.0%	35.2%

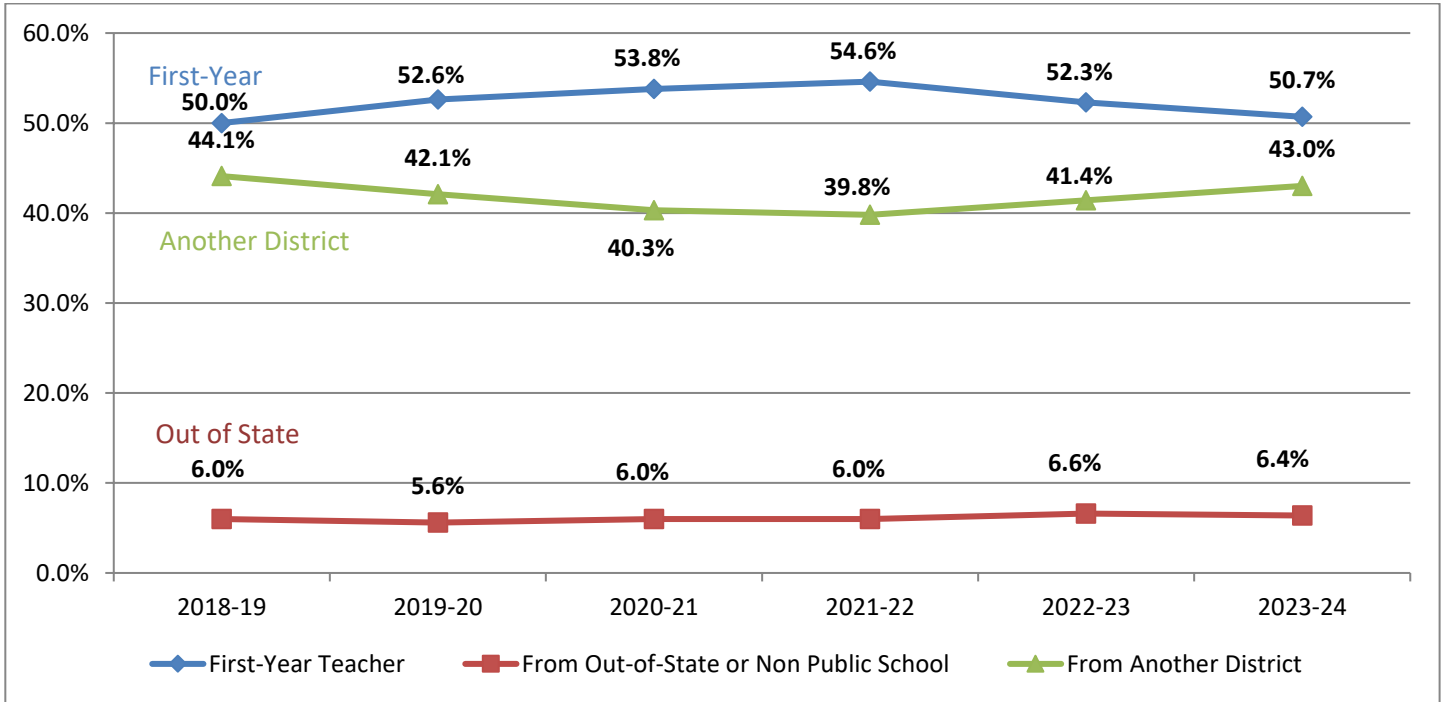
Missouri's In-District Teacher Retention Rates from 2018-19 to 2023-24

Total Teachers	70,816	71,170	70,832	71,713	72,082	72,353
District New Hires	8,061	8,091	7,031	8,547	10,136	9,595

⁵ Refers to Missouri first-year teachers with four or more years of teaching experience in the same district and comes from the October Cycle of the MOSIS/Core Data System.

⁶ Refers to Missouri first- year teachers with six or more years of teaching experience in the same district and comes from the October Cycle of the MOSIS/Core Data System.

District New Hires from 2018-19 to 2023-24

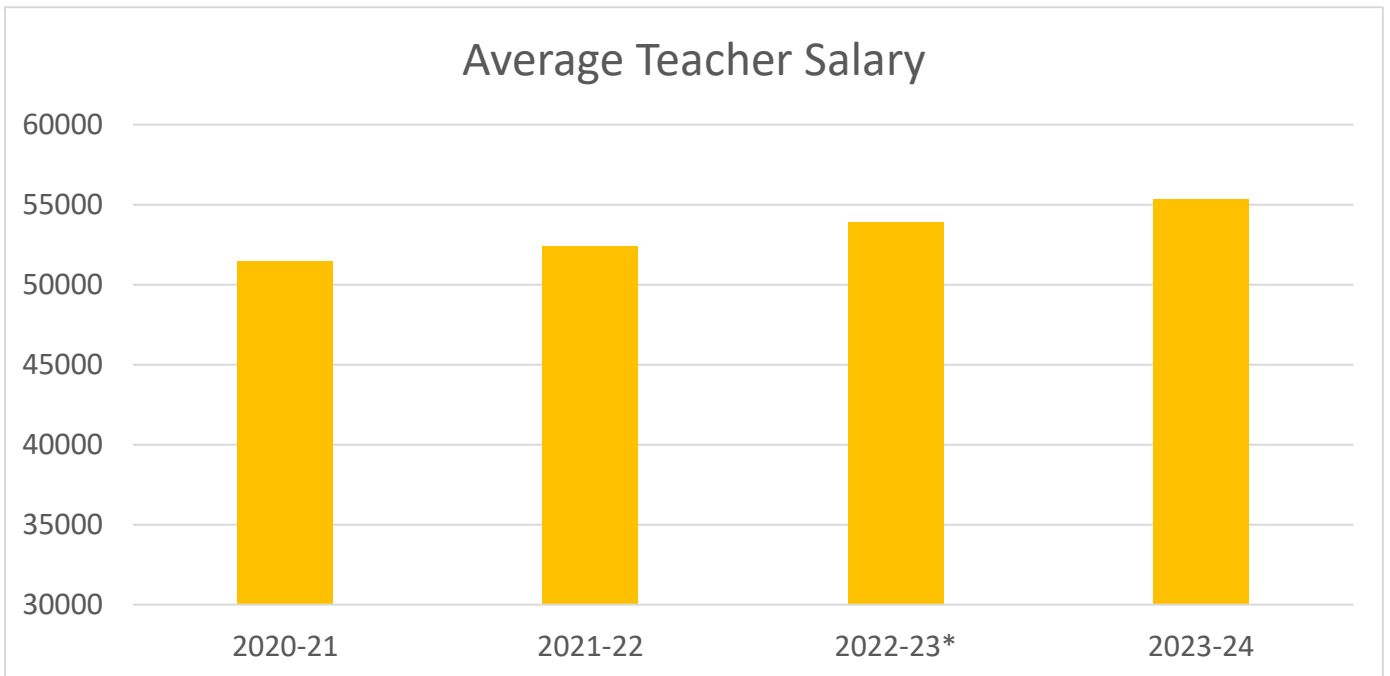
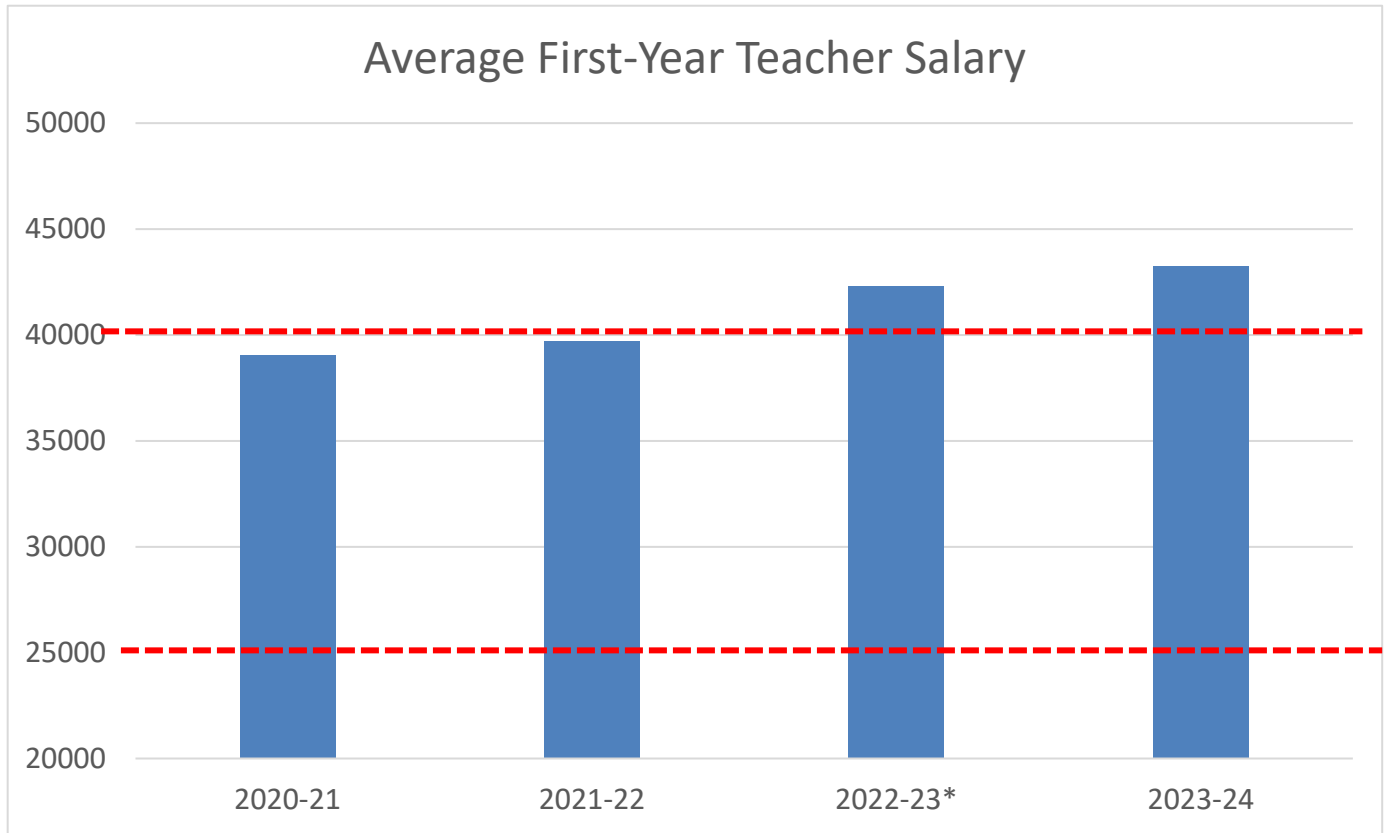


District New Hires from 2018-19 to 2023-24⁷

School Year	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Total New Hires	8,061	8,091	7,031	8,547	10,136	9,595
First-Year Teachers	50.0%	52.6%	53.8%	54.6%	52.3%	50.7%
From Another District	44.1%	42.1%	40.3%	39.8%	41.4%	43.0%
From Out of State or Non Public School	6.0%	5.6%	6.0%	6.0%	6.6%	6.4%

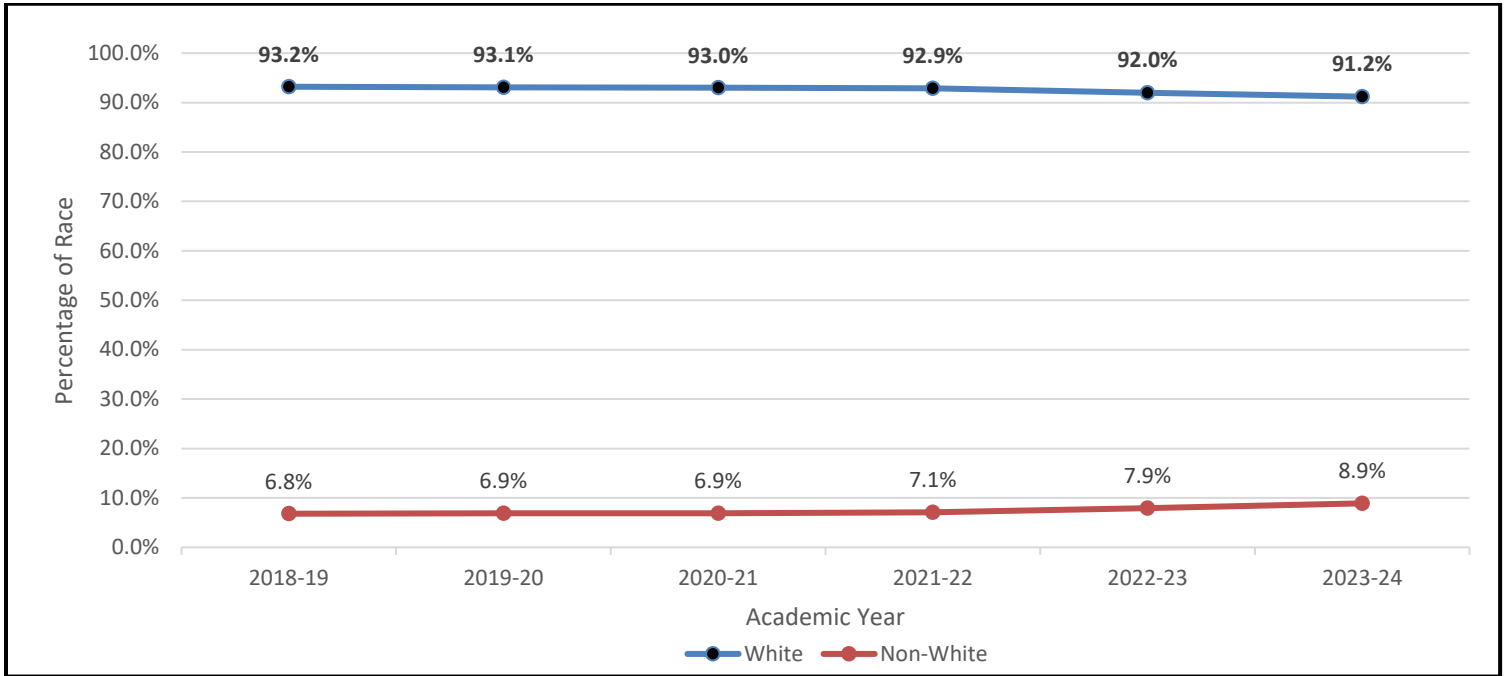
⁷ The information in this chart comes from the October Cycle of the MOSIS/Core Data System.

Average Teacher Salaries from 2021-22 to 2023-24⁸



⁸ *In 2022-23, Missouri implemented the Teacher Baseline Salary Grant (TBSG). This data shows the impact this grant had on the average first-year teacher salaries as well as the average teacher salary for all teachers.

Race/Ethnicity Trends from 2018-19 to 2023-24



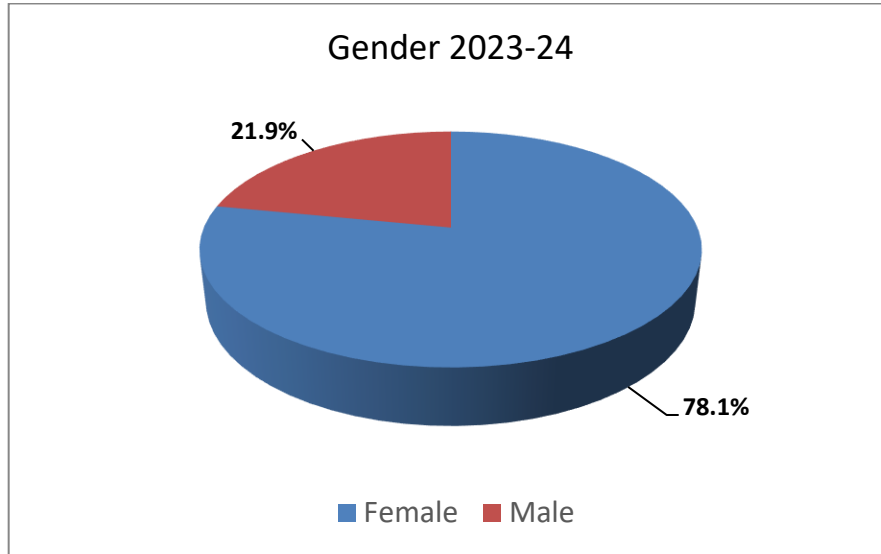
Gender and Race/Ethnicity Trends from 2018-19 to 2023-24⁹

School Year	2018-19	2019-20	2020-21	2021-22	2022-23	2022-23
Total Teachers	70,816	71,170	70,832	71,713	72,082	72,353
GENDER						
Female	78.6%	78.5%	78.5%	78.5%	78.5%	78.1%
Male	21.4%	21.5%	21.5%	21.5%	21.5%	21.9%
RACE/ETHNICITY						
White	93.2%	93.1%	93.0%	92.9%	92.0%	91.2%
Black	5.0%	5.0%	4.9%	5.0%	5.5%	5.9%
Other ¹⁰	1.8%	1.9%	2.0%	2.1%	2.4%	3.0%

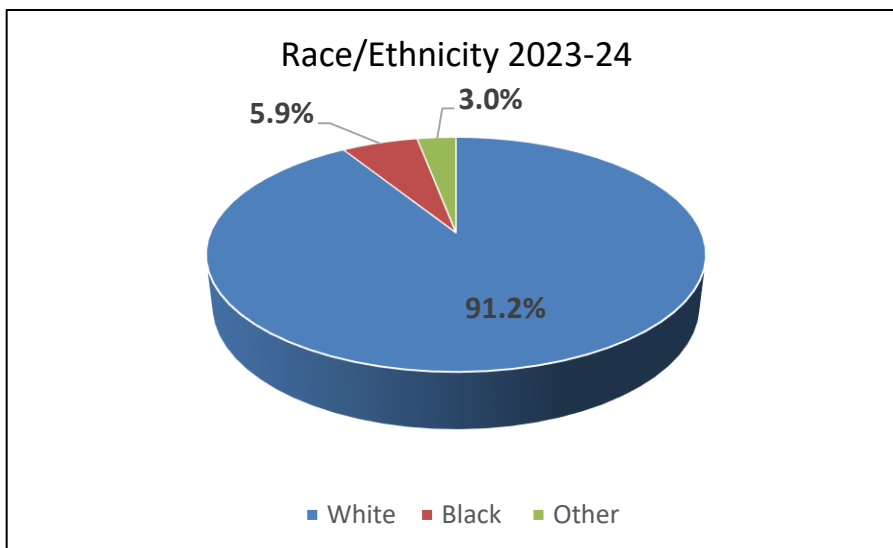
⁹ The information in this chart comes from the October Cycle of the MOSIS/Core Data System.

¹⁰ Refers to all non-white, non-black race/ethnicities.

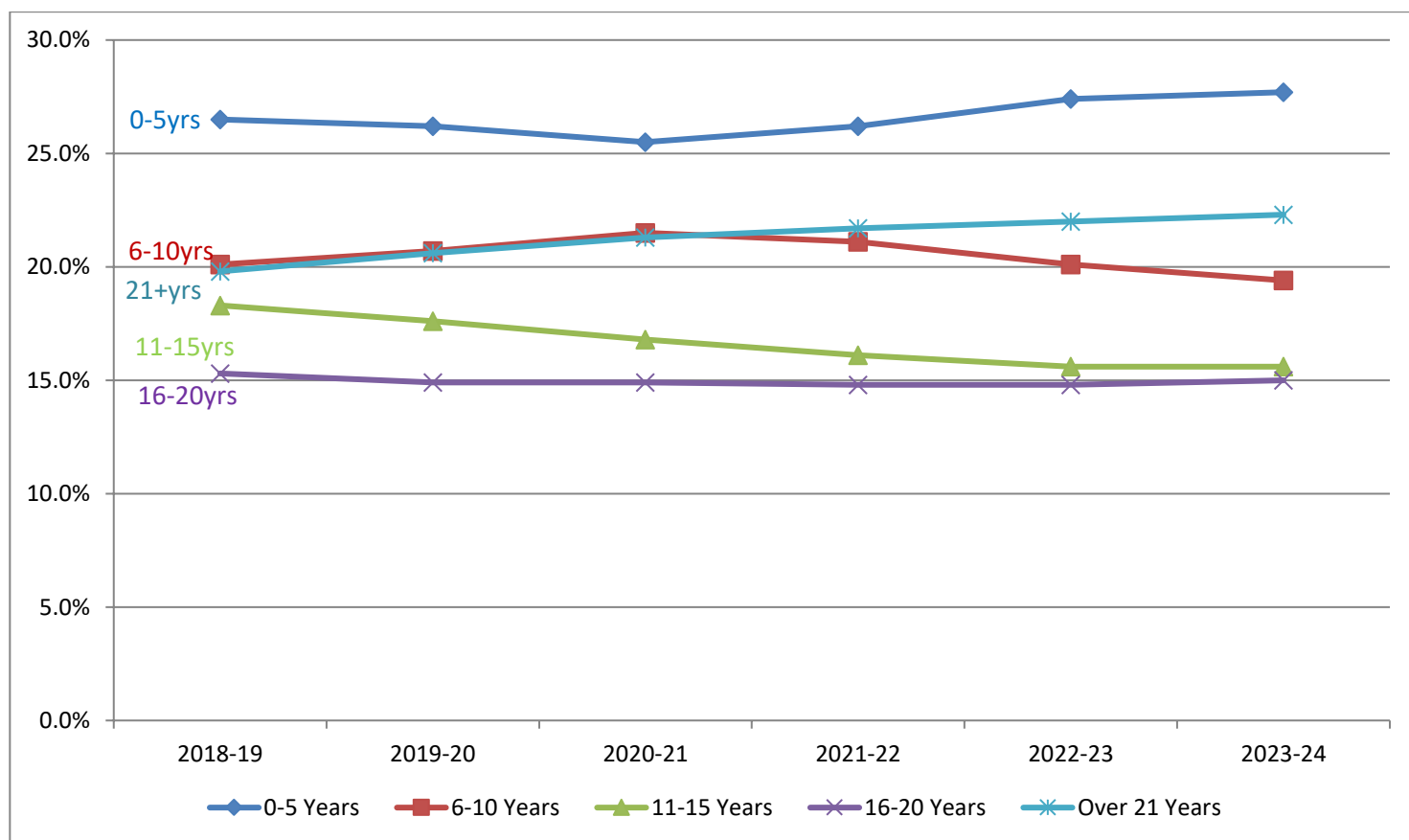
Teacher Demographics



School Year	2023-24
Total Teachers	72,353
GENDER	
Female	78.1%
Male	21.9%
RACE/ETHNICITY	
White	91.2%
Black	5.9%
Other	3.0%



Teacher's Years of Experience from 2018-19 to 2023-24



Years of Experience from 2018-19 to 2023-24¹¹

YEARS OF EXPERIENCE	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
0-5	26.5%	26.2%	25.5%	26.2%	27.4%	27.7%
6-10	20.1%	20.7%	21.5%	21.1%	20.1%	19.4%
11-15	18.3%	17.6%	16.8%	16.1%	15.6%	15.6%
16-20	15.3%	14.9%	14.9%	14.8%	14.8%	15.0%
21+	19.8%	20.6%	21.3%	21.7%	22.0%	22.3%

Average Age of Teachers from 2017-18 to 2022-23¹²

AGE GROUP	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
20-29	15.4%	15.0%	14.9%	15.1%	15.3%	15.6%
30-39	30.2%	30.1%	29.6%	28.9%	27.7%	26.9%
40-49	29.2%	29.2%	29.6%	29.9%	30.5%	30.6%
50-59	18.9%	19.5%	20.0%	20.2%	20.3%	20.7%
60 +	6.3%	6.1%	5.9%	5.8%	6.2%	6.3%

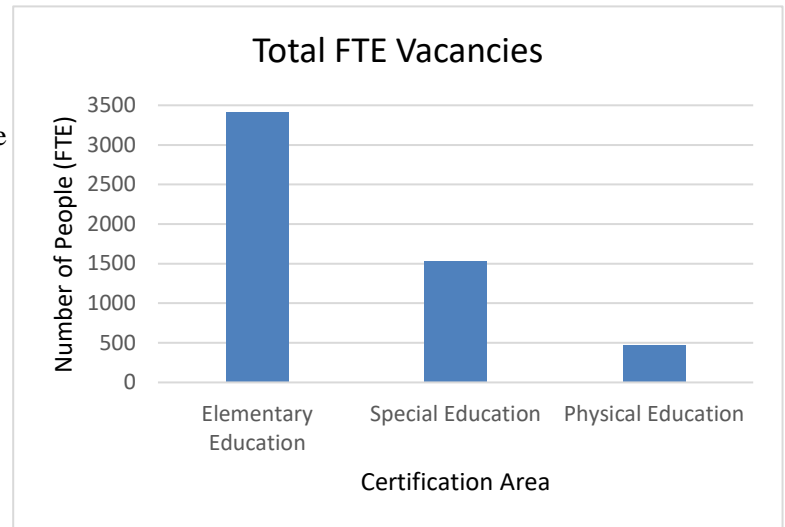
¹¹ The information in this chart comes from the October Cycle of the MOSIS/Core Data System.

¹² Information in this chart comes from Educator Certification.

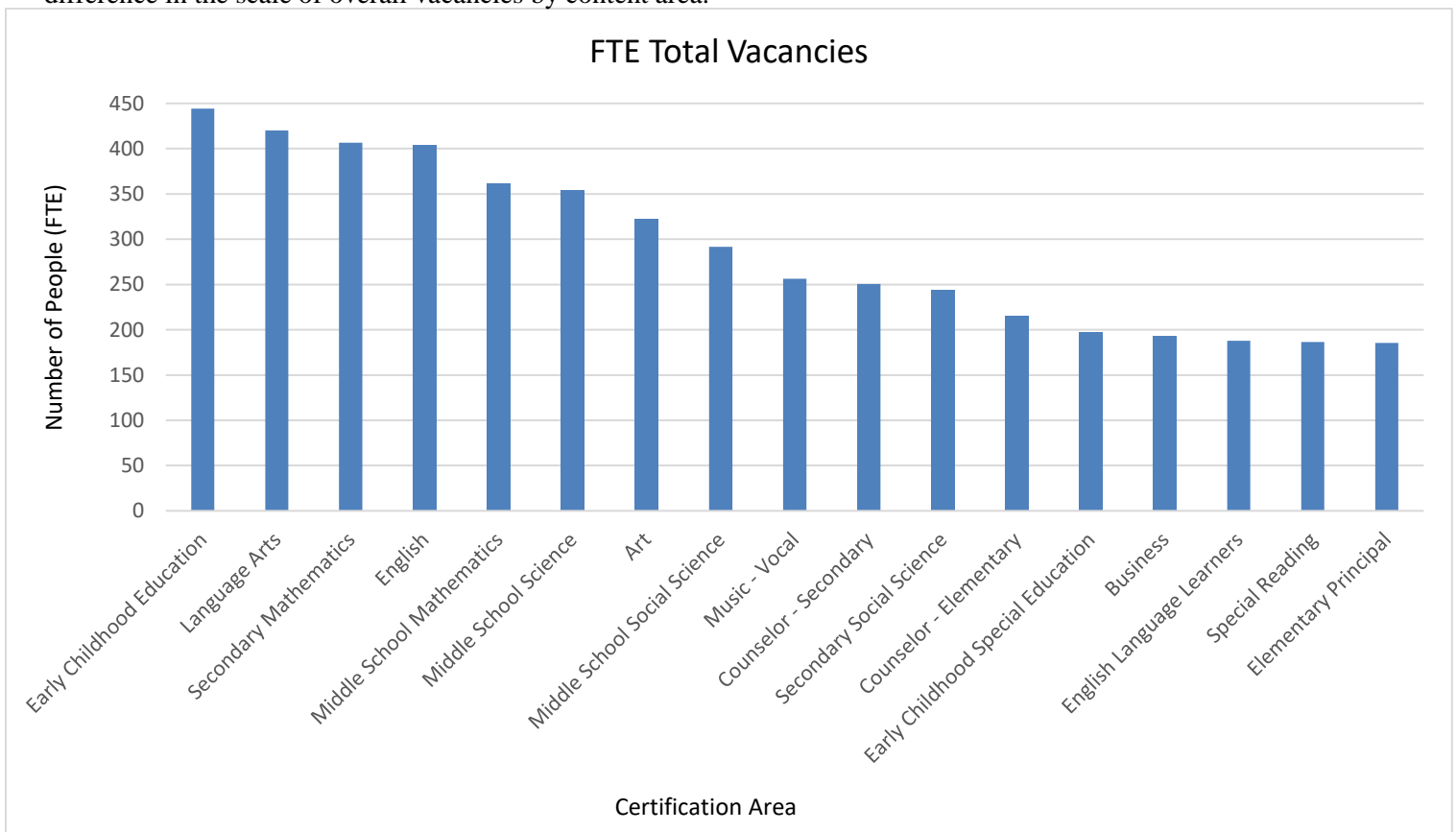
Educator Vacancy Data

This data is gathered through the Educator Vacancy page (Screen 21) of the October Cycle of the MOSIS/CoreData System for the 2023-24 school year. Districts who responded and completed this page employed over 80,000 educators in the state and serve over 897,000 Missouri students.

This graph shows the number of vacancies statewide for the three certification areas with the highest numbers of full-time equivalent (FTE) vacancies in the state. There were 3,414.7 vacancies in Elementary Education, 1,532.5 vacancies in Special Education, and 470.3 vacancies in Physical Education.



The following graph shows the number of FTE vacancies statewide for the next 17 certification areas with the highest numbers of vacancies in the state in order from greatest to least. The scale on this graph goes from 0-450, compared to a scale of 0-3,500 on the graph for Elementary Education, Special Education, and Physical Education, demonstrating the difference in the scale of overall vacancies by content area.



Teacher Shortage Data

The U.S. Department of Education approves content areas listed in the annual Teacher Shortage Report for the state of Missouri. Upon approval from the Department of Education, these content areas are declared critical shortage areas for the current 2024-25 school year, making them eligible for federal loan forgiveness. Federal loans that qualify under this designation include the Federal Family Education Loan (FFEL), Federal Perkins Loan, Teacher Education Assistance for College and Higher Education (TEACH) Grant Program, Stafford Loan, and Supplemental Loans for Students (SLS).

Method

The Missouri Department of Elementary and Secondary Education must follow a particular methodology when making a determination of which content areas will be approved to be considered critical shortage areas. This represents the methodology of that calculation. In addition to critical shortage areas, universally accepted shortage areas are also eligible for federal loan forgiveness.

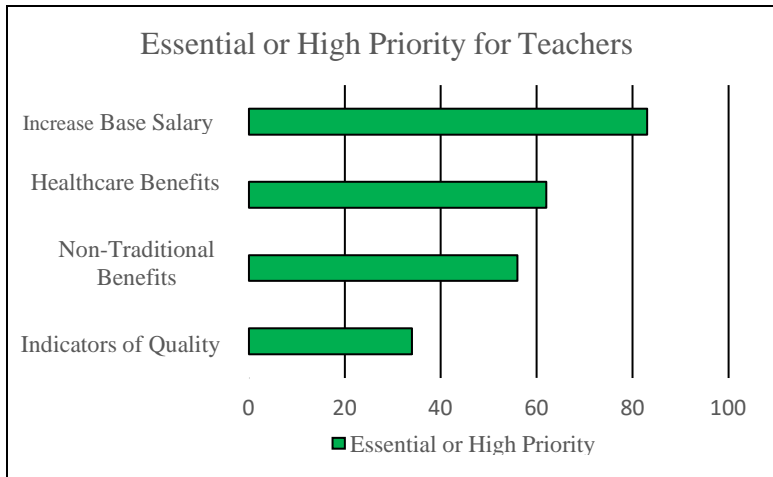
- Shortage areas were defined as those content areas within the state for which positions were filled with inappropriately certified teacher(s) or left vacant due to the absence of certified candidates.
- Inappropriately certified teachers and total FTE count for each content area were compiled.
- Inappropriately certified teachers by content area were determined by comparing the number of inappropriately certified FTE to the total FTE count for each content area.
- The percentage FTE shortage by content area was determined by calculating the percentage of inappropriately certified teachers per content area as compared to the total number of teachers.
- A weighted value to represent the relative prominence of each content area was calculated as a percentage of the total FTE by content area as compared to the total number of teachers in the state.
- A weighted percentage of FTE shortage by content area was determined by multiplying the raw percentage FTE shortage by the weight of each content area.
- Consistent with the U.S. Department of Education Teacher Shortage Areas External User Guide, the sum of shortage areas was determined not to exceed 5 percent of the total number of FTE teaching positions within the state.

Subject Area	FTE Inappropriately Certified	Shortage Indicator by Total FTE	Critical Shortage	Universally Accepted Shortage
Critical Shortage Areas				
ELEMENTARY EDUCATION 1-6	771.03	1.07%	YES	
EARLY CHILDHOOD SPECIAL EDUCATION B-3	685.98	0.95%	YES	
EARLY CHILDHOOD EDUCATION B-3	643.76	0.89%	YES	
SEVERE DEVELOPMENT DISABLED B-12	612.86	0.85%	YES	
MILD/MODERATE CROSS CATEGORICAL K-12	611.42	0.85%	YES	
Universally Accepted Shortage Areas				
MATHEMATICS 5-9	286.23	0.40%		YES
GENERAL SCIENCE 5-9	250.60	0.35%		YES
PHYSICS 9-12	29.66	0.04%		YES
MATHEMATICS 9-12	24.42	0.03%		YES
BIOLOGY 9-12	23.28	0.03%		YES
EARTH SCIENCE 9-12	15.13	0.02%		YES
CHEMISTRY 9-12	14.47	0.02%		YES
Above content areas represent 4.61% in Critical Shortage Areas and 0.89% in High Need Shortage Areas of total FTE				

If a shortage area is marked “No” it will not be eligible for TEACH Grants unless it is a universally accepted shortage area, i.e., mathematics; science, including, but not limited to, computer science; foreign language; bilingual education; English language acquisition; reading specialist; or special education. <https://studentaid.gov/understand-aid/types/grants/teach>

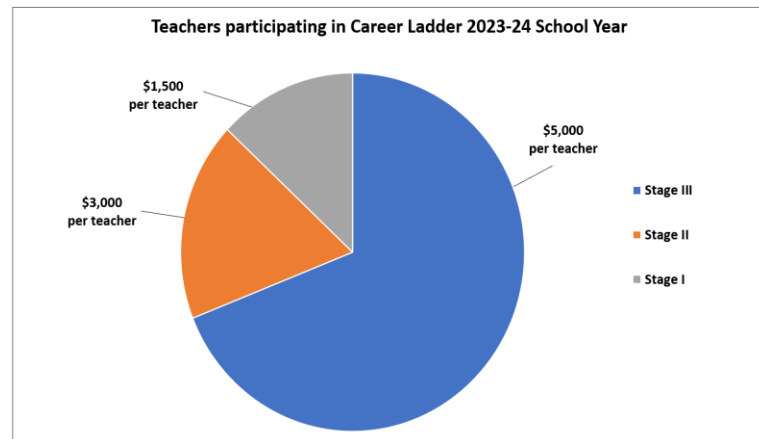
Significant Challenge with Teacher Recruitment and Retention

Teacher compensation has consistently been a significant teacher recruitment challenge. The Blue Ribbon Commission, established by the State Board of Education in fall 2022, gathered data to inform recruitment and retention recommendations.

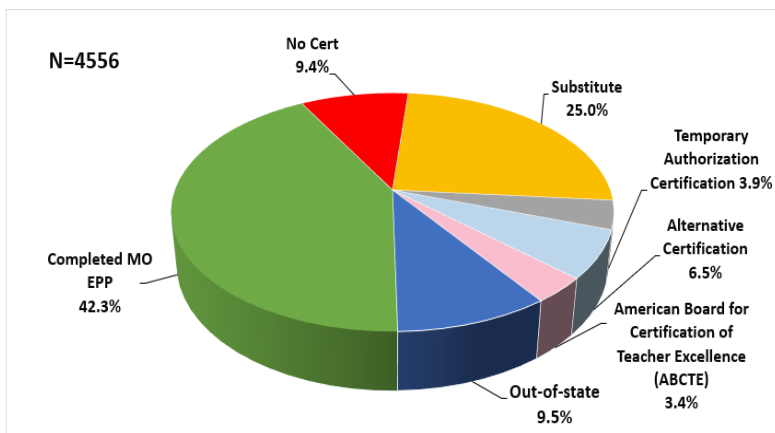


In a survey of over 15,000 Missouri teachers, the Blue Ribbon Commission asked what areas of compensation would be the most important. Responses to these surveys showed that teachers thought it was an essential or high priority to include base salary as a part of compensation followed by health benefits. A teacher baseline salary grant program was established and in the 2024 legislative session, the \$25,000 minimum pay in statute was increased to \$40,000 for teachers with a bachelor's degree and to \$46,000 for teachers with a master's degree. These pay increases also include a cost-of-living adjustment that begins in the 2028-29 school year.

Additional compensation for teachers in Missouri has also been addressed through the Career Ladder Program. The program was last funded by the legislature in 2010 but funding was reinitiated in the 2021 legislative session. In the 2024-25 school year, the Career Ladder Program is providing additional funds to just over 18,000 teachers in nearly 250 of the 518 public school districts (48%). The total anticipated investment this school year of combined state funds and the local match is just over \$74 million. In the 2023-24 school year, over 350,000 Career Ladder hours were spent providing high-quality tutoring or additional learning opportunities for students. Teachers also spent Career Ladder hours receiving additional trainings or certifications to improve their teaching practice.



2024 First-Year Teachers



The significant challenge of recruiting teachers into the teaching profession has resulted in an increasing number of alternative pathways into the profession. Many of these are designed to help alleviate staffing challenges being experienced by Missouri schools. But this has also created a need for more intensive support for first year teachers to ensure they have the foundational knowledge and skills to be successful in their first years. The Beginning Teacher Assistance Program, established in statute (168.400.4 RSMo), provides two years of intensive support to early career teachers to ensure they are successful as new teachers. It is an ideal option for those first teachers not completing a comprehensive educator preparation program (EPP). As shown here, those teachers not traditionally prepared represent a significant portion of all new teachers.

Financial Aid for Students Preparing To Be Teachers

The U.S. Department of Education has approved the content areas listed in the [Teacher Shortage Report](#) as areas of critical shortage for the State of Missouri in the 2024-25 school year. Based on this designation, teachers that are teaching within shortage areas identified by this report are eligible for loan forgiveness. Federal loans that qualify under this designation include the Federal Family Education Loan (FFEL), Federal Perkins Loan, TEACH Grant Program, Stafford Loan, and Supplemental Loans for Students (SLS). For more information, please visit:

[U.S. Department of Education – Teacher Shortage](#)

For questions regarding various grants and scholarships that are available to candidates who are working to become a teacher, you can visit this page on the Missouri Department of Higher Education and Workforce Development.

[Grants and Scholarships](#)

The Department provides additional data on [Teacher Loan Forgiveness](#) that provides support to teacher candidates working on entering the teaching profession. This is particularly important as student loan debt is an ongoing challenge for those trying to be teachers. Other information is also available on the [Federal Student Aid](#) website.

Missouri legislators have provided state appropriations to support three vital areas in our efforts to improve teacher recruitment in our state and address the serious challenges created by the teacher shortage. The following provides more information on the use of these additional funds.

- **Grow Your Own Grants:** State funds were made available to provide grants to 125 school districts and charter schools to develop, implement and refine their grow your own programs, resulting in increased enrollment in educator preparation programs. More information on the statewide GYO program is available [here](#).
- **Teacher Recruitment Grants:** State funds were made available to provide grants to 15 educator preparation programs and five community colleges to help support teacher candidates in their preparation to be an educator. More information about this program is available [here](#). This includes the [DEWEY Guidance](#) document and the [list of institutions](#) awarded this year.
- **Missouri Teacher Recruitment Scholarships:** State funds were made available in the form of scholarships for teacher candidates to explore teaching in high-need districts. The funding provided potential funding for up to \$800,000 in scholarships to teacher candidates willing to student teach in a high-needs district during the 2023-24 Academic Year. After previously awarded aid (e.g. Pell Grants, other scholarships) had been applied, the scholarships could be used to cover the tuition and fees for these teacher candidates. More information is available [here](#).